**Tyrell**

Objectives: To introduce the students to the story, to make connections between Tyrell's life and theirs, to introduce questions/challenges that both they and Tyrell will be facing, to get their minds thinking and evaluating choices with which they both will be faced.

I.) Introduction to story: Quick survey-show of hands, (discussion) to follow survey.

How many of you:

1. Know someone who has a parent who is in prison? (How does this affect their life?)

2. know of or have a friend who has been homeless for a period of time? (What complications does this cause in their life?)

3. Know a situation where the mother is more interested in her own fun than in taking care of her children? (How does this affect the children? The older ones, the younger ones.)

4. Think that it's alright to break the law if that's what it takes to survive? (How do you determine/decide where the line is between what is alright and what is not?)

5.) Know someone your own age who is sexually active? (Are there some types of "activities" that are alright/safe, and some that are not?)

6.) Think that it's not cheating on your boy/girlfriend if you don't go "all the way"? (Is there a different standard for boys than for girls?)

7.) Think that you are mature and responsible enough to be the head of your household, to be the "responsible" one?

Limit discussion to three to four responses. Do not get into a debate. The purpose is to get the students thinking and to lay the foundation for relating to the protagonist.

II.) Introduce vocabulary/concepts that may be unfamiliar to the students:

The train the Metro the Bronx

III.) Journal response: Examine the front cover, read the back book cover. Write three questions you have so far that you want to have answered in the reading.

IV.) Start K-W-L chart on board titled "Tyrell" Also include a column for "Surprises", things that surprised or shocked the students in that reading. List all the things they can say that they definitely know about Tyrell and can back them up with reasonable support.

V.) Read chapters 1 and 2. Journal: Free response to the reading. What are their *feelings* about what they have read?

VI.) To conclude the class, students may share any observations, thoughts, feelings, or how did they relate to what they read.